

Program 055

SPI - Education Reform**Recommendation Summary**

Dollars in Thousands

	Annual FTEs	General Fund State	Other Funds	Total Funds
2003-05 Expenditure Authority	41.4	76,122	127,126	203,248
Total Maintenance Level	42.2	78,280	124,274	202,554
Difference	.8	2,158	(2,852)	(694)
Percent Change from Current Biennium	1.9%	2.8%	(2.2)%	(0.3)%
Performance Changes				
Teacher Scoring of WASL		300		300
Curriculum and Instructional Tools	1.0	513		513
Responsibilities of K-12 Boards#	(3.0)	(620)		(620)
Performance Pay		57	24	81
Nonrepresented Employees Cost of Living Adjustment		228	96	324
Nonrepresented Employees Health Benefit Change		56	22	78
Pension Method Change		(141)	(50)	(191)
Nonrepresented Salary Survey Implementation		38	18	56
General Inflation		(47)	(46)	(93)
Regional Assistance	1.0	5,570		5,570
School Improvement Assistance		2,000		2,000
Principal Support Program		100		100
Assessment System Improvements #	2.0	3,542		3,542
Knowledge and Skills Based Comp	1.0	660		660
Subtotal	2.0	12,256	64	12,320
Total Proposed Budget	44.2	90,536	124,338	214,874
Difference	2.8	14,414	(2,788)	11,626
Percent Change from Current Biennium	6.8%	18.9%	(2.2)%	5.7%
Total Proposed Budget by Activity				
Administration	.1	108		108
Assessment	24.5	30,187	16,111	46,298
Curriculum and Instruction - State Coordination	6.1	2,289		2,289
K20 Network Technology Support		3,918		3,918
National Board for Professional Teaching Standards		7,028		7,028
Professional Development	5.2	14,657	91,293	105,950
Readiness to Learn	1.2	7,188		7,188
Research	3.0	687		687
School Food Services		5,000		5,000
School Improvement	4.3	19,046	16,758	35,804
Compensation Cost Adjustment		428	176	604
Total Proposed Budget	44.2	90,536	124,338	214,874

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PERFORMANCE LEVEL CHANGE DESCRIPTIONS

Teacher Scoring of WASL

The recently negotiated Washington Assessment of Student Learning (WASL) contract includes provisions for more Washington teachers to have the opportunity to score WASL tests, which provides the teachers with a greater understanding of our expectations for students and the assessment process. Scoring is conducted with very strict guidelines and intensive training. Teachers who have participated in WASL scoring indicate that their involvement is a highly valuable learning process. Washington teachers only score test items that will be released from the test item bank and will not appear on future WASL tests.

Curriculum and Instructional Tools

The Office of Superintendent of Public Instruction (OSPI) will develop instructional tools in reading and mathematics and disseminate those tools through training sessions. Products will include: grade level expectations which provide specific learning targets for each grade K-10 on each essential academic learning standard; comprehensive K-12 instructional models including diagnostic assessments; evaluations of instructional materials; professional development modules related to these materials; and web-based resources for educators. The tools will assist classroom teachers in providing learning opportunities that are better aligned with state standards.

Responsibilities of K-12 Boards#

The K-12 governance structure is redesigned to provide clear and appropriate system responsibilities. The Academic Achievement and Accountability Commission and associated staff positions are eliminated, with responsibility for school and school district performance improvement goals, criteria for identifying successful schools and schools in need of assistance, and recommendations for performance incentives transferred to the redefined State Board of Education (SBE). The Professional Educator Standards Board (PESB) will assume greater responsibility for personnel professional standards and accountability, with some current SBE duties transferred to PESB including approving higher education preparation programs for teachers and administrators, reviewing preparation program approval standards, and establishing policies for educator assessment and certification requirements. One staff position is added to the PESB to support the board in fulfilling its increased responsibilities.

Regional Assistance

OSPI will develop an aligned, systematic program of professional development designed to increase student achievement in mathematics and reading. Training will be designed cooperatively with the Educational Service Districts (ESDs) and delivered regionally by 21 math and reading specialists at the ESDs. This coordinated system of professional development will provide schools and districts with the unique benefits that come from the partnership of the regional ESD system and OSPI's statewide leadership. The math specialists at the ESDs will coordinate training and services with specialists in the Math Helping Corps program.

School Improvement Assistance

For four years, the Office of Superintendent of Public Instruction has provided a high-quality, research-based program of school improvement assistance to schools struggling to improve student learning. Participating schools have improved student learning achievement faster than their peer group in the years subsequent to participation. Total program expenditures for this model are nearly \$300,000 per school. To serve many more schools and tailor the current program for schools that are not in need of such intense assistance, program changes will endeavor to address systemic achievement issues. An educational audit will be completed at 40 additional schools during the 2005-07 Biennium. In addition, these schools will receive a grant of up to \$25,000 to assist in implementing changes or actions identified in the audit.

Principal Support Program

Principal leadership is important in setting the tone and expectations in a school for both students and staff. The Principal Support Program provides assistance, assessment, and mentoring to improve the skills of principals. Twenty-four additional principals will be served through the program in the 2005-07 Biennium. The additional funding is provided to serve middle and high school principals.

Assessment System Improvements #

The 2004 Legislature, while defining the graduation requirements for 2008 to include demonstrated mastery of state standards, also provided policy support for multiple re-take opportunities for students and the development of options for an objective alternative assessment. The three components of this request represent the next steps necessary to fully implement the 2008 graduation requirement: development of options for an objective alternative assessment to demonstrate student abilities that may not be reflected on a traditional assessment; funding for school districts to offer a late-August or fall re-take opportunity; and voluntary participation in national norm-referenced tests (Iowa Test of Basic Skills/Iowa Test of Educational Development) to provide opportunity for extra days of instruction. The nationally normed tests, which provide national comparisons but do not measure progress on state standards, will remain available to districts that choose to offer the tests at their own expense. Washington will continue to participate in the National Assessment of Educational Progress (NAEP), which will provide a comparison of Washington student achievement relative to the rest of the nation.

Knowledge and Skills Based Comp

OSPI will implement training academies to develop a corps of teachers to serve as mathematics curriculum and instructional facilitators in their schools. Teachers who participate in the training and who serve as mathematics instructional facilitators will receive an annual bonus of \$2,500 for each year they serve in this leadership role.

ACTIVITY DESCRIPTIONS**Administration**

The Superintendent of Public Instruction is a statewide elected official charged with the constitutional responsibility of overseeing Washington's public school system. The state allocates over \$5 billion per year from state funds for the support of public education. The Office of the Superintendent of Public Instruction (OSPI) apportions the funds to school districts, administers state-funded programs, certifies teachers, collects school data, implements state education laws and programs, and performs other duties as required by the Legislature. In addition, OSPI administers more than \$600 million in federal funds per year and is accountable for Washington's implementation of federal requirements placed on state education agencies. The policy and administrative agency functions include the Superintendent's office, state policy and federal liaison offices, budget and fiscal services, communications, human resources, and agency support information technology services. (General Fund-State, General Fund-Federal)

Assessment

Assessment provides all schools in Washington with tests to measure student achievement of basic academic requirements and more advanced skills. The division develops or selects and administers all state assessments and reports achievement data for individual students, schools, districts and the overall state. This information helps districts and schools refine instructional practices and focus curriculum. Tests administered statewide include the Washington Assessment of Student Learning (WASL), the Iowa Tests of Basic Skills (ITBS), and the Iowa Tests of Educational Development (ITED), and an alternative assessment for special education students. In addition, programs which focus on the federal requirements for demonstrating adequate performance for the federal No Child Left Behind Act are within this activity.

Curriculum and Instruction - State Coordination

The OSPI Curriculum and Instruction Division works with the Assessment and Research Division to support curriculum, assessment, and instructional alignment in Washington schools. Technical assistance is provided to school districts and educational service districts (ESDs) regarding curriculum, program development, and research-based best practices/instructional strategies that support state K-12 learning goals. The division is responsible for developing the Essential Academic Learning Requirements (EALRs) and aligning them with the WASL test. The division coordinates with the regional ESDs to provide curricular documents relating to the EALRs.

K20 Network Technology Support

This activity provides the technical assistance, training, scheduling, and technical support services essential for the effective and reliable functioning of the K-12 sector of the K-20 network. These services are provided on both a state and regional basis.

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National Board for Professional Teaching Standards

The certification process by the National Board for Professional Teaching Standards (NBPTS) requires an educator to demonstrate teaching practices that meet high and rigorous standards. Washington State supports this effort by providing bonuses for national board certified teachers. In addition, private foundations have contributed resources for assisting teachers with the fees and in preparing the materials required for the certification process.

Professional Development

OSPI administers professional development programs that are focused on developing professional educational policies and procedures to ensure that educators are best prepared to help students meet high standards. OSPI staff provide direct training through conferences and regional institutes. In addition, funding is provided to regional educational service districts, education associations, and directly to school districts for specific professional development activities. Programs included Teacher Mentor Assistance, Leadership Internships, Paraprofessional Training and OSPI's Summer Institutes.

Readiness to Learn

Readiness to Learn is a competitive grant program that funds collaborations among schools and community agencies to link education and human service providers together in an effort to ensure that all children start each school day prepared to learn. It is designed to help children be successful at school; safe in their neighborhoods and at school; healthy and free from tobacco, alcohol, and other drugs; and able to access work and training. There are over 20 consortia that serve approximately 300 schools.

Research

The Research and Data Analysis unit provides a range of services related to education reform. Staff develop and maintain systems to ensure accurate and complete data are available for various state assessments, including the WASL. This unit conducts research and evaluations of state assessments and various education reform issues, including achievement gap, accountability, identifying low and high-performing schools, and dropouts. Staff prepare, publish and disseminate results of critical research to agency staff, state agencies, educators, and other external stakeholders through publications, conferences, and website materials.

School Food Services

School food services are funded by both state and federal funds to provide free or reduced-price school lunches and breakfasts to eligible children. These programs are designed to promote the health and well-being of children by providing nutritious meals to children in public and private schools. Approximately 37% percent, or over 350,000 students, are eligible for free or reduced price meals.

School Improvement

OSPI administers grant programs targeted at improving student achievement in low performing schools. These programs provide technical assistance to school staff and, in some cases, support direct services to struggling students. The Reading Corps and Reading First programs are targeted at improving reading with assistance to struggling readers and staff development for educators. The Math Helping Corps program is a staff development model that places a math educator in a school for two years to assist educators in becoming better at teaching mathematics based on state standards. The federal Title I School Improvement funds and state Focused Assistance funds develop long-term capacity for improving student learning in a collaborative effort with participating districts, schools, and communities.

Compensation Cost Adjustment

This item reflects proposed compensation and benefit cost adjustments that were not allocated to individual agency activities. The agency will assign these costs to the proper activities after the budget is enacted.